

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 1:58 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Spearman ISD	098904		
Vendor ID #	ESC Region #		
	188950		
Mailing address	City	State	ZIP Code
403 East 11 th Ave.	Spearman	TX	79081

Primary Contact

First name	M.I.	Last name	Title
Kristin Shieldknight	N	Shieldknight	Chief of Innovation
Telephone #	Email address		FAX #
806-659-1919	kristin.shieldknight@region16.net		806-659-2243

Secondary Contact

First name	M.I.	Last name	Title
Clay		Montgomery	Superintendent
Telephone #	Email address		FAX #
806-659-1922	clay.montgomery@region16.net		806-659-2079

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Clay		Montgomery	Superintendent
Telephone #	Email address		FAX #
806-659-1922	clay.montgomery@region16.net		806-659-2079
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

2-1-2018

701-18-103-105

Schedule #1—General Information

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 098904

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Spearman High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Spearman High School is dedicated to supporting our students on their road to College and Career Readiness by making access to anywhere, anytime learning equitable for all our students via a technology lending program. On a campus with a 55% economically disadvantaged population, the technology lending program will help ensure technology access and Internet access is more affordable for our students. The technology lending program will extend learning beyond the walls of the school building, so that all students have equitable access to anytime, anywhere learning. The technology lending program is one strategy of many, which will help our students make necessary gains in College and Career Readiness and the Texas Success Initiative set forth by the Board of Trustees and District Education Improvement Committee.

The budget for the technology lending program was developed to ensure Spearman High School can provide adequate access to the devices and Internet for our October 1, 2018, participation goal. The school district is aware that 13% of students in grade 9-12 have reported not having Internet access at home, thus the district needs to plan to provide jet packs to approximately thirty-four students. Spearman High School set a goal of having 25% of eligible participants enrolled by October 1, 2018, the district needs to be prepared to provide a minimum of ten jet packs by that date. A one year unlimited Verizon Government contract, including ten lines for jet packs, and each jet pack insured for accident damage or misplacement, will cost approximately \$5,998.

We know that approximately 34% of students claim they do not have access to mobile computers at home to assist them with their school work. With a high probability that we will not have 100% participation this first year, which would be eighty-eight students, we want to ensure that we can provide devices for at least forty students, close to half of those reporting the need, by October 1, 2018. We will provide a hybrid of devices for eligible students to check-out, depending on their need at the time. We will provide a cart of twenty chromebooks, which are basically browser-based devices utilized to access only web-based materials as well as a cart of twenty Dell laptops, for students to check out when they need access to Microsoft products or content specific software for their course work. Two laptop charging carts will cost \$1,604. Twenty Dell Latitude 3480 laptops with I3 Processor 2.4ghz, Windows 10 Pro, 8GB Ram, 14" Screen, 3 Year warranty / Accidental Damage and 250GB SSD will cost approximately \$18,000. Twenty HP Chromebook 14 G4 with Celeron N2840/ 2.16 GHZ, Chrome OS, 4 GB Ram, 1 GB eMMC and WiFi enabled will cost approximately \$4,619. The total budgeted for the technology lending program is \$29,576.

The District and Campus Education Improvement Committees, with the direction of our administration will design our needs assessment process, as well as meet throughout the school year to assess progress or redirection. In regards to the technology lending program, the Chief of Innovation will oversee the management of the program, along with the IT Coordinator, IT Specialist, and high school librarian. The surveys, parent information meeting, acceptable use policy, and digital citizenship curriculum will be managed by the Chief of Innovation. The regional IT specialist we contract with will install remote agent software on each laptop to ensure they receive filtered Internet content through the jet packs. The IT Coordinator will enroll each device in our inventory and set up group policies on the devices to ensure proper use by the students. The high school librarian will enroll the devices in the Follet management system to regulate the check in and out process and provide usage reports as needed.

Cross referenced participation in the technology lending program with the campus PEIMS reports will help us assess if we are meeting our participation goals for 2018-2019. We have a goal of 25% participation by October 1, 2018, 50% by February 1, 2019 and 75% for October 2019. The 2018-2019 Texas Academic Performance Report will be used to evaluate if we make our gains in College and Career Readiness and Texas Success Initiative for ELAR. We would like to

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see an increase in College and Career Readiness scores for ELAR of 5% and Texas Success Initiative for ELAR of 2.5% for the 2018-2019 school year.

Schedule #13- Part 1: Needs Assessment outlines how the district assesses its need and prioritizes initiatives in the district, and ensures that they align with existing missions and goals. Schedule #14- Part 4: Sustainability and Commitment outlines current availability of existing equipment to students. This section also describes the current initiative in place to improve technology access at school and the avenue to professional development utilized to help prepare our teachers in proper integration. Schedules #16 and #17 outline, in detail our answers to all statutory requirements.

Spearman ISD is committed to the technology lending program for our high school students. If granted the funds, we will continue to monitor and evaluate the effectiveness of the program annually to ensure it is meeting the needs of our students and making an impact on learning. Once technology lending grant funds are diminished, we will continue funding the program with our local budget. We will relinquish moneys, approximately \$10,000 per year, set aside for the Instructional Technology Grant program, to update and replace devices available through the technology lending program.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 098904	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,997.60	\$	\$5,998
Schedule #9	Supplies and Materials (6300)	6300	\$24,223.17	\$	\$23,578
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$29,576

Administrative Cost Calculation

Enter the total grant amount requested:	\$29,576
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$34,012

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 098904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Verizon Government Plan- unlimited data; 10 lines and jet packs with insurance	\$5,998
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$5,998
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$5,998

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 098904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$23,578
Grand total:		\$23,578

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 098904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 098904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1				
2				
3				
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	142	55%	2016-2017 data which came from the 2016-2017 Texas Academic Performance Report.
Limited English proficient (LEP)	10	3.9%	2016-2017 data which came from the 2016-2017 Texas Academic Performance Report.
Disciplinary placements	0	0%	Data according to 2016-2017 PEIMS report.
Attendance rate	NA	97.5%	2015-2016 data which came from the 2016-2017 Texas Academic Performance Report.
Annual dropout rate (Gr 9-12)	NA	0%	2015-2016 data which came from the 2016-2017 Texas Academic Performance Report.

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										62	74	67	55	258

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Schedule #13—Needs Assessment

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each fall, our Campus Education Improvement Committees assemble in an effort to disaggregate campus data and determine priority areas of improvement associated with appropriate performance objectives. Based on the 2016-2017 Texas Academic Performance Report for Spearman High School, the following were areas of concern:

- Only 21% of our high school students are College-Ready Graduates in English Language Arts compared to 51% of the state.
- Only 25% of our high school students are College-Ready Graduates in Mathematics compared to 45% percent of the state.
- Only 5% of our high school students meet the Texas Success Initiative Assessment in English Language Arts compared to 23% of the state.
- Only 9% of our high school students met the Texas Success Initiative Assessment in Mathematics compared to 18% of the state.
- Only 16.1% of high school students were At/Above Criterion on the ACT compared to 22.5% of the state.

Based on this data, the Spearman High School Campus Improvement Committee listed the following performance objectives on their Campus Improvement Plan for 2017-2018:

- **Increase the percentage of students scoring at or above criterion on the ACT while maintaining our current participation rate.**
- **The percentage of students meeting the Texas Success Initiative will increase 20%.**
- **Spearman High School will advance college and career readiness skills.**

Spearman ISD administers a Brightbytes Digital Learning survey provided by Clarity 3.0 each April to assess the access to technology at home. According to this data and regarding our high school campus:

- Only 66% of the high school students have access to a mobile computer at home, 54% of those are shared with their family members.
- 87% percent of the high school students have access to wireless network connectivity, specifically a wireless router.
- 98% of high school students report not being permitted to take school devices home.
- Only 72% of high school teachers report being able to access mobile devices for their students when needed.

In an effort to implement effective, flexible online learning environments that allow teachers to integrate 21st century lessons, targeting online communication, collaboration, critical thinking and creativity directly associated with college and career readiness skills, we need:

- **Anytime access to mobile computers at school and home for grades nine through twelve.**
- **Anytime wireless access at home for students in grades nine through twelve.**

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Anytime access to personal mobile computers at school and home in grades nine through twelve.	Grant funds would be focused on purchasing mobile computers for a Lending Program available for students in grades nine through twelve, which is approximately 34% of our students. We will prepare a cart with a hybrid of Window's devices and Chromebook devices to meet the varying needs of our students. Students participating in the Lending Program will have the opportunity to check out a device, as needed, through the high school library.
2.	Anytime access to wireless service at home for students in grades nine through twelve.	Grant funds would be focused on the 13% of high school students who reported not having wireless internet access at home. Verizon jet packs will be available to check out through the high school library only after students demonstrate mastery of the digital citizenship TEKs for their grade.
3.		
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Chief of Innovation	Kristin Shieldknight has four years of experience leading and supporting a technology team both instructional and technical through visioning, planning, and implementation. She currently manages 546 chrome devices through Gsuite as well as 321 iPads through Meraki. She is involved in planning, budgeting and collaborating at the district level, as well as providing professional development on technology tools and resources.
2.	Technology Coordinator	Donita Lusby has 20+ years of experience in purchasing and setting up Windows devices for the district. She works closely with our Educational Service Center to ensure our infrastructure is efficient, effective and meet the demands placed upon it.
3.	Librarian	Denise Harbour has 20+ years of experience in Follet School Solutions. Follet will be used to check devices in and out with students on an annual basis.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide residential wireless internet access via cellular jet packs to students in grades 9-12 who do not have access.	1. Identify students (~13%) in need of residential WiFi.	XX/XX/XXXX	XX/XX/XXXX
		2. Host a parent informational meeting to discuss the plan and requirements. Sign up date TBA.	XX/XX/XXXX	XX/XX/XXXX
		3. Offer a summer Digital Citizenship course for students who sign up for residential wireless plan.	XX/XX/XXXX	XX/XX/XXXX
		4. Finalize list of students meeting requirements of the Jet Pack Lending Program.	XX/XX/XXXX	XX/XX/XXXX
		5. Set up a Governmental WiFi plan with Verizon based on the number of jet packs we need.	XX/XX/XXXX	XX/XX/XXXX
2.	Develop a Mobile Device Lending program for students in grades 9-12.	1. Identify students (~34%) who are in need of a device through the Lending Program, and are enrolled in Dual Credit courses.	XX/XX/XXXX	XX/XX/XXXX
		2. Develop an AUP for the Lending Program.	XX/XX/XXXX	XX/XX/XXXX
		3. Host a parent information meeting. Sign up date TBA.	XX/XX/XXXX	XX/XX/XXXX
		4. Finalize number of devices needed and make purchase.	XX/XX/XXXX	XX/XX/XXXX
		5. Prepare devices in Follet for check-in and out process.	XX/XX/XXXX	XX/XX/XXXX
3.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each fall, campus personnel, as well as parent and community representatives serving on the Campus Education Improvement Committees (CEIC), gather to review campus data and the existing Campus Improvement Plan. During these meetings, committee members analyze data in an effort to monitor progress toward campus goals and objectives set in the previous improvement plan. CEIC meets twice a year to discuss the current needs of the campus, review progress, and prepare necessary adjustments to the plan for the upcoming school year.

This process is repeated at the district level with a District Education Improvement Committee (DEIC). This committee reviews the prior District Improvement Plan and discusses progress toward district goals and objectives set forth the prior year. This committee ensures the District Improvement Plan aligns with the goals of the Board of Trustees. This committee meets up to three times per year to monitor progress and become more knowledgeable about the district objectives so they are prepared to share information with the appropriate stakeholders in the community.

Administrators are key to integrating procedures with their staff to ensure efforts toward meeting campus and district goals and objectives. Professional Learning Communities are created on each campus so teachers have the opportunity to share best practices and discuss various classroom and curricular needs further. When applicable, the Chief of Innovation follows through with department level discussions and professional development. As adjustments to goals and objectives are deemed necessary, communication begins with the directors of the program(s) or appropriate administrative staff. Once a decision or new direction has been developed, the directors and administrative staff relay that information to their staff. If appropriate, parent information meetings are offered and letters are sent home to inform parents of the updates.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three years ago, the district hired a Chief of Innovation officer to evaluate the district's technology needs and develop a technology vision and plan for the district. At this time, the district only provided one computer lab per campus, each equipped with old desktop computers. There was also one mobile cart on each campus. Computers and carts were old and insufficient. Access to technology was limited across the district; teachers rarely integrated it into their lessons. An IT team was developed with the objective of piloting different devices therefore, determining which would be most instructionally purposeful.

An Instructional Technology Grant program, funded by our local budget, was developed to entice motivated teachers to enroll in an online classroom, providing learning opportunities in multiple areas of technology integration. Roughly 50% of the teachers in the district over the course of three years have voluntarily enrolled in the program to learn how technology can enhance learning. At the completion of the coursework, teachers are awarded funds for technology purchases for their classrooms. Since the implementation of the IT Grant Program, access to technology has tremendously improved and the amount and quality of integration to enhance learning is present daily on each campus. Kindergarten through third grade are 2:1 iPads/ Chrome device mix; fourth and fifth grade are 1:1 with carts of chromebooks in each class; Sixth through eighth grade core classes are close to 1:1 with a mix of iPads and chrome devices on carts in their classrooms. The high school campus access to technology is sufficient (72%); however, roughly 85% of the devices, which are chromebooks, are located in the library for checkout on a daily basis, and they are beginning to wear down due to age. Devices are not permitted to go home, and due to the integration of online curriculum over the past few years, they are constantly checked out.

One to one access to personal devices at the secondary level was always part of the Spearman ISD vision. By now, the teachers have gained the expertise to ensure effective technology integration. We plan to reallocate existing mobile devices, ensuring each department has ample access for their instructional needs, while also providing a lending program and residential internet access to assist the 34% of our students that do not have access to devices at home.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number and percent of eligible economically disadvantaged students participating in the technology lending program.	1.	Participation of at least 25% by October 1, 2018.
		2.	Participation of at least 50% by February 1, 2019.
		3.	Participation of at least 75% by October 1, 2019.
2.	An increase in mobile computer access and Internet access at home for students grades 9-12.	1.	Increase mobile computer access at home by 14% to 80% overall in 2018-2019.
		2.	Increase Internet access at home by 5% to 92% overall in 2018-2019.
3.	A technology lending program survey to all participants of the technology lending program.	1.	A positive participation experience rate for 2018-2019 of 85%.
		2.	An efficient digital citizenship curriculum requirement with 75% positive feedback.
		3.	An effective check in and out system with 85% positive feedback.
4.	Increase College-Readiness in ELAR.	1.	Increase by 5% by 2018-2019.
		2.	Increase by 10% by 2019-2020.
5.	Increase Texas Success Initiative scores in ELAR by 5% by 2019-2020..	1.	Increase by 2.5% by 2018-2019.
		2.	Increase by 5% by 2019-2020.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To evaluate the percent of eligible students in grades 9-12 participating in the technology lending program, we will cross reference the total number of economically disadvantaged students in those grades, as determined by a PEIMS report, to the number of students participating in the technology lending program as of October 1, 2018, February 1, 2019, and October 1, 2019. If we determine that we are not meeting our projected participation goal, measures will be taken to make improvements, ie. letters home to eligible students.

A Technology Access Survey will be administered in April of 2019 to all students in grades 9-12 to assess progress in mobile computer access and Internet access at home. Prior to this survey, we will be able to assess if the devices we deploy on the technology lending cart are sufficient to meet our goal. If at any time we are unable to meet the demand for the program, we will increase the number of devices available.

A Technology Lending Program survey will be provided to all participants in the technology lending program in May of 2019, in an effort to assess the students' experience and make improvements to the program as needed.

The Texas Academic Performance Report will be reviewed to assess if the desired 5% and 10% gain in College-Readiness is accomplished, as well as the desired gain of 2.5% and 5% in the Texas Success Initiative for ELAR.

Because the attendance rate for grades 9-12 holds consistently at 98% for our district, it will be difficult to determine if the technology lending program has an impact on the attendance rate. We will use the Texas Academic Performance Report to assess any improvement in this area.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 098904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current Availability:

Students in grades nine through twelve have access to chromebooks, iPads, and desktop computers throughout the school day. The high school library has three chromebook carts containing a total of seventy-eight chromebooks. These devices are checked out primarily by teachers throughout the day to ensure their students have access to these tools in order to meet the instructional needs in their classrooms at the time. There are also carts of thirty devices available for the science department and fine arts department. The math department has a mix of chromebooks and iPads available for students to use during the school day. Beyond mobile devices, there are two computer labs available for teachers to utilize for their students. There are a total of one hundred and fifty-eight chromebooks available, forty-five iPads available, and forty-seven desktop computers available at school.

In the next school year, SISD would like to leverage the existing devices in a more effective manner by distributing the carts to each department for ease of access and to improve integration. We will be able to distribute the three chromebook carts currently held in the library to the English Language Arts and Social Studies departments, leaving us with the need to purchase, with local funds or remaining IMA funds, two additional carts of devices. One cart will go to the science department and one will remain in the library for access by the non-core teachers which includes Spanish, Family and Consumer Science, Ag, and Special Education.

The devices we currently have available will soon need to be replaced. Many of the chromebooks have been in use for three years. The IT department has seen a rise in replacements of these devices during the fall semester and have predicted this rise will continue, due to the age and constant use of them. The IT department has decided to replace the Chromebooks as needed, thus keeping the devices in place until they cannot be fixed anymore. Local funds or IMA funds, depending on what is available at the time, will be used to purchase replacements.

Funding:

Funding for technology primarily comes from IMA. Since most technology purchases are driven from an instructional demand, either of digital textbooks or web-based instructional programs, IMA funds are most appropriate for these purchases. Due to the decrease in funding available over the years, the district has dipped into local funds to aid in the purchase of student technology. With the upcoming adoptions in English K-12 for Proclamations 2019 and 2020, IMA funding will not be sufficient to meet the needs of our district's technology plan and instructional material purchases. We have conservatively estimated that Proclamation 2019, which is the adoption of K-8 ELAR, handwriting and spelling curriculum will require approximately sixty thousands dollars and Proclamation 2020, which is the adoption of grades 9-12 ELAR and writing curriculum will require approximately forty thousand dollars. The remaining fifty thousand dollars in IMA will be necessary for replacement and upkeep of technology currently utilized in the district, as well as the additional carts of devices needed for departmental access. We will not have the IMA funds to purchase a hybrid cart of devices or Wi-Fi access, for the lending program. The hybrid cart of devices will be significantly more expensive since it will contain Windows laptops and Chromebooks. Windows laptops, along with an extended warranty will cost approximately \$1,100 per device, while Chromebooks cost approximately \$300.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 098904

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student and staff technology access has been a priority since 2014. It was at this time that textbook companies began advertising for the use of digital components, including online textbooks that could be updated as needed, as well as adaptive instructional programs students can access online at home or school.

In 2014, technology access at Spearman High School was almost nonexistent. There was one computer lab and one old and disfunctional netbook cart available for teachers to use when they wanted to integrate technology for student learning. Although we've come a long way since 2014, we are not where we need to be. The largest road block for our teachers and students is student technology access at home. Most teachers would like to utilize more of the online learning options available to them; however, they are reluctant to integrate them because not all of their students have access at home. Without equitable access for all their students, they choose to remain with what they know is available for everyone, namely, textbooks!

Our district's number one goal in our ePlan is:

Goal 1: All students and staff being served by Spearman ISD, will have access to technology.

At the time that goal was written, the technology coordinator was referring specifically to the access of technology at school. The high school campus was even targeted with the following strategy:

Strategy 1.13: Create the high school general use lab with 22 desktop computers and replace the mobile laptop cart for the high school.

Now that we have made improvements to "at school access" and will continue to make improvements there until we find an effective "balance" to access, it is time to direct our attention to a technology lending program for our high school students. It will be through the implementation of the technology lending program that teachers will be able to move forward in the area of online learning with their students. They already have the personnel to help them integrate the tools and programs, therefore, once all students have access to online learning from home through the tech lending program, the road block has been eliminated and we can move forward.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 098904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After visiting with our regional educational service center, we have identified the most effective way to provide Internet access to students to use at home is through cellular jet packs and a district data plan for those devices. We will contract with Verizon, the cellular phone company. Through initial research, we determined that Verizon is able to provide unlimited data and more affordable mobile Internet devices compared to ATT.

After May 1, 2018, if we are notified that we received the Technology Lending Grant, we will survey students in grades 8-11 to identify those who do not have computer access at home and/or do not have Internet access at home. These surveys will have both a student and parent section in an effort to get the most complete and reliable data possible. After compiling a list of eligible students, we will mail letters home to inform them of the Technology Lending Program that will be available for the 2018-2019 school year, including a date and time for the parent information meeting.

The parent information meeting will review the purpose and requirements of both the device lending and Internet lending aspects of the program. The Acceptable Use Policy, Insurance Fee, and Digital Citizenship Curriculum will be discussed. Interested parents can enroll their children for the device lending program and/or the Internet lending program the night of the meeting, as well as sign the Acceptable Use Policy and provide the \$30 insurance fee. Students signed up for the Internet lending program will be enrolled in the online Digital Citizenship Curriculum course, and will have the option to complete it over the summer at their leisure, or complete it at school on August 7th and 8th 2018 during teacher inservice. Students completing the Digital Citizenship course and demonstrating mastery in the TEKS will be placed in a database for the high school librarian to refer to as students come to check out jet packs.

The check-in and out process for the technology lending program will be available solely through the library. Each jet pack will be entered in the Follet management system. Students meeting the requirements for the lending program will be able to check a jet pack following the same procedure as checking out a book or calculator from the library. Each laptop and chromebook will be manually linked to each jet pack, so there is no need to provide the WiFi passcode to students. This will help ensure that the jet packs are being used for only educational purposes and other family members are not utilizing the device for their own cellular needs. Mobile devices deployed through the lending program will have a remote agent installed on them so they will receive filtered Internet at home that is identical to the Internet we provide at school. This helps ensure the safety of our students, as well as meet CIPA and FERPA requirements. Students will check-in or recheck the jet packs within the seven day check out window, or receive a late fee of one dollar per day.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 098904

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Regarding curriculum, we've had three proclamations, or instructional material adoptions in the areas of Math, Social Studies and CTE over the past three years. With each adoptions, teachers elected to purchase digital and print textbook access, as well as online platforms their students can access for interactive online learning opportunities.

Teachers work diligently to find effective ways to integrate any digital learning opportunities their adoptions provide while student are in class with them, but it stops there. Teachers lean toward traditional homework options, since they know there is not equitable access to computers and online coursework at home for all their students.

With the upcoming ELAR proclamations, I am confident that teachers will request online and digital bundles for their students as well. The high school campus has the access to support the integration of these tools while at school and teachers want to gain access to these online options now, knowing the district's vision of meeting staff and student technology needs is a priority. They do not want to wait for their next proclamation in ten years to use the digital learning options made available by the textbook companies now.

Regarding instruction, teachers have been encouraged to incorporate technology that impacts learning in a positive way for several years. To help with this movement, the district hired an Instructional Technologist who provides continuous training and support to the teachers and staff throughout the district with the use of technology in their classrooms and on different devices. The integration of technology is a priority and is a goal not only identified by the school board, but also on our ePlan:

Goal 4: All Spearman ISD teachers and administrators will incorporate technology to improve student academic achievement in all areas of teaching and learning.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district utilizes digital instructional material in grade K-12 reading, writing, math, science and social studies.

- Kindergarten integrates Reading Eggs and Mathseed as blended learning programs every day. They also utilize their digital textbook resources and interactives available through their adopted materials in Science.
- First and second grade integrate Istation Reading and Math for blended learning every day. They also integrate their interactive digital student editions from their science and math textbook resources.
- Third through fifth grade integrate Istation Reading and Think Through Math for blended learning daily. Discovery Education, Brain Pop, Google Classroom and other Apps are utilized on a regular basis as well.
- Sixth through eighth grade ELAR integrate Compass Learning, which is an online Reading support program. The math and social studies courses utilize the online platform offered through Pearson for student access to interactive math software. The science course uses the online platform offered through Houghton Mifflin Harcourt.
- Ninth through twelfth grade Science and Social Studies courses integrate many of the online learning components available through Houghton Mifflin Harcourt. Google for education apps, including Google Classroom, Docs, and Slides are integrated regularly and Quizlet, Ed Puzzle, and Prezi are used when they can be effective for student learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 098904

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, all students and staff members in the school district have access to the Internet. We have Fiber Optic lines providing 100mgb of internet bandwidth. All three campuses have wireless access points to provide laptop wireless capability for a 1:1 access initiative.

An upgrade to our filtering system will be needed to allow us to filter the Internet students access at home. We have an IT contract with the regional educational service center to provide filtering software and networking assistance as we need it. The Regional IT Specialist said it was time for an upgrade and made suggestions to help provide safe Internet access to students at home. At a price of \$3,500, this is deemed an inexpensive yet necessary upgrade.

On site, we have two IT personnel to assist with any IT demands we have at any given moment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 098904

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The tech lending program will be administered on the high school campus and overseen by the Chief of Innovation, the IT Coordinator, and the high school librarian. The initial set up including the creation of the AUP, the digital citizenship course, the application process, and meeting with the cellular phone companies to create a plan for the hot spots will be overseen by the Chief of Innovation. The upgrade to the filtering system and device input into our inventory system will be overseen by the IT Coordinator. The day-to-day check in and out of the devices in the tech lending program, including laptops, chromebooks, and jet packs, will be overseen by the high school librarian.

After each device is placed in our inventory system by the IT Coordinator, the devices will then be entered in the librarian's Follet management system to manage all tools checked in and out of the library, including books, calculators, and televisions. Students who meet the requirements of the tech lending program will be added to a database the librarian can quickly search. In order to be a part of the tech lending program, students and families must sign an AUP for use of the hot spots, and students must have attended the digital citizenship course and demonstrated mastery of those TEKS in their grade.

We will require an AUP and initial deposit of thirty dollars from each student to check out the laptops and chromebooks from the lending cart. The librarian will assess the devices each time they are checked in. While checked out, if the device gets damaged, the student will lose his/her deposit. If the damage is severe enough that the device can no longer be a part of the tech lending fleet, the student will lose the deposit and be required to pay a new deposit prior to the next check out.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will be utilizing three devices in our technology lending program, including Windows laptops, chromebooks, and cellular hot spots. Since chromebooks are inexpensive, the district has not elected to purchase extended warranties or insurance on these devices. They come with a one year warranty provided through Hewlett Packard. Since we only expect usage for three years out this type of device, we have chosen to replace them if broken after the warranty expires.

Laptops are a very expensive device; however, they are a necessary tool for our college and dual credit courses. Our regional educational service center recommended the purchase of a durable laptop with a three year extended warranty. Any breakage that occurs is covered by the extended warranty. We will, however, still require the thirty dollar deposit by each student to help prevent misuse at home.

The jet packs will also be purchased with additional insurance available through the cellular network provider. Full replacement will be eligible in case devices are lost or damaged. We will still require the thirty dollar deposit by the student to help prevent misuse at home.

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